History Rationale

Intent:

At Eastfield we aim to deliver a high-quality History curriculum that will help our children to build knowledge (procedural & declarative) and an understanding of Britain's past and that of the wider world:

Knowledge of:

- People, events, situations & developments
- Chronology & characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause & Consequence
- Continuity & Change
- Similarity & Difference
- Significance

We want to inspire children's curiosity to know more about the past by enquiring into historical periods and events through a progressive enquiry approach. This approach provides opportunities to teach our children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Through this progressive enquiry approach our children will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own.

Implementation:

Curriculum Organisation:

The Long-Term Plan is organised so that two Unit plans are delivered in each year group in Autumn Two and Spring One that have a clear historical focus. However, History is woven into other unit plans where appropriate. This allows for depth of learning to occur and knowledge/understanding to be revisited numerous times across a Key Stage.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography	History	History	Geography	Art & Design	D&T
EY	*I will learn to be a Geographer*	*I will learn to be an Historian:* ***Significant Event***	*I will learn to be an Historian:* ***Significant Individual***	*I will learn to be a Geographer*	*I will learn to be an Artist*	*I will learn to be a Designer*
Y1	**Physical:** How is London connected to the UK	***Significant Individual/Event:*** Guy Fawkes – should he be on top of the Bonfire? How did the Great Fire change London?	**Changes in living memory:** Time Capsule – what should we put in a time capsule? (School, Toys & Transport)	**Human:** Why are Immingham & Cleethorpes significant?	***Africa:*** Sculpture – junk modelling	***Africa:*** Textiles
Y2	**Physical:** What makes continents hot or cold? How do coastlines change?	***Significant Individuals:*** Heroes – are all heroes male? (Christopher Columbus, William Wilberforce, Grace Darling & Amy Johnson)	***Significant Individuals & Local History:*** The Pilgrim Fathers; are they important to Immingham?	**Human:** What is the significance of Boston, Massachusetts?	***North America:*** Painting - acrylic	***North America:*** Food Technology
Y3	**Physical:** What are the features of a water course?	***British History:*** The Stone Age; is this an important period in British History?	***British History:*** Which time period; Stone Age, Bronze Age or Iron Age most influenced life today?	**Human:** Shall we take a trip to Kielder?	**Australia:** Painting	**Australia:** Structures
Y4	**Physical:** Why is the 'Ring of Fire'?	***British History:*** What impact did the Romans have on Britain?	***British History:*** The Vikings; ruthless killers or peaceful settlers?	**Human:** Why is Italy a Mediterranean country?	**Europe:** Painting – water colour/acrylic)	**Europe:** Textiles
Y5	**Physical:** Do rainforests have layers?	***Earliest Civilisation:*** Ancient Egypt – barbarians or a great civilisation?	***Non-European:*** The Mayans – blood thirsty savages or great thinkers?	**Human:** Where is Mexico?	**South America:** Painting – poster/acrylic	**South America:** Electrical Systems
Y6	**Physical:** Journey to Antarctica?	***Earliest Civilisation:*** Is Ancient Greece the world's greatest civilisation?	***British History:*** World War II; was Hitler a war criminal?	**Human:** Where should I emigrate to?	**Asia:** Sketching & Pastels	**Asia:** Mechanical Systems

Pedagogy:

Each unit of work has a clear teaching sequence, a Unit Plan. Each Unit Plan ensures that identified knowledge (procedural & declarative) for History is taught across all teaching sequences and builds upon prior learning.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:



Chronology

- look at sequencing intervals between events, the duration of each key event & how events fit into the broader chronology of British & world history.



Communicating & Interpretations of History

- study how historians interpret the past & why people & changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability & quality.



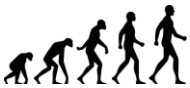
Continuity & Change

- identify & explain change & continuity across periods of history.



Cause & Consequence

- look into the reasons for, & results of historical events & analysing these, children develop an understanding of cause & consequence. Children explain the reasons for & results of historical events, situations & changes.



Similarity & Difference

- identify similarities & differences across periods of time. They explain differences between social, cultural, religious & ethnic diversity in Britain across time periods & suggest reasons for these.



Significance

- consider what makes events & people significant in their historical context & the present day. Children compare significant people & events across different time periods & explain the significance of these.

In addition to the threshold concepts, 8 key themes of historical learning have been identified. These are:

							
Chronology	Location	Settlements	Society	Beliefs	Farming	Exploration	Conflict

The key themes for each Unit Plan are as follows:

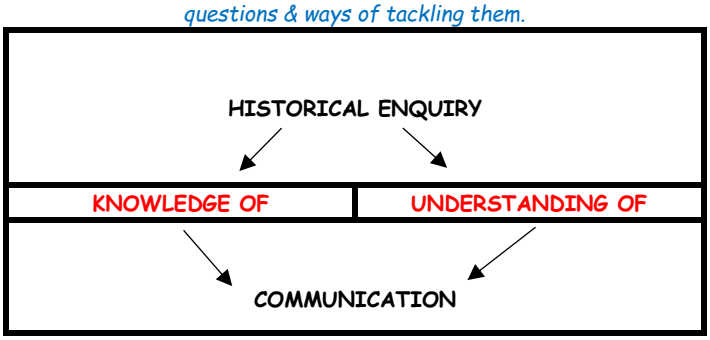
	Autumn 2	Spring 1
EY	*I will learn to be an Historian:* ***Significant Individuals***	*I will learn to be an Historian:* ***Significant Event***
Y1	***Significant Individuals:*** Guy Fawkes – should he be on top of the bonfire? ***Significant Event:*** How did the Great Fire change London?	**Changes in living memory:** Time capsule – what should we put in a time capsule? (School, Toys & Transport)
Y2	***Significant Individuals:*** *Are all heroes male?* (Grace Darling, Grace O'Malley & Christopher Columbus)	***Significant Individuals & Local History:*** The Pilgrim Fathers: are they important to Immingham?
Y3	***British History:*** The Stone Age; is this an important period in British history?	***British History:*** *Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?*
Y4	***British History:*** What impact did the Romans have on Britain?	***British History:*** The Vikings: ruthless killers or peaceful settlers?
Y5	***Earliest Civilisation:*** Ancient Egypt – barbarians or great civilisation?	***Non-European:*** The Ancient Maya – blood thirsty savages or great thinkers?
Y6	***Earliest Civilisation:*** *Is* Ancient Greece the world's greatest civilisation?	***British History:*** World War II; was Hitler a war criminal?

The Unit Plan identifies the key question to be answered through the teaching sequence and each lesson has an enquiry question, that supports children to answer the overarching key question at the end of the teaching sequence. Teachers have the freedom to design how the learning takes place within their individual classrooms.

However, to develop 'Historians' staff ensure that a sequence of learning contains the following components:

Children engage in a valid ***historical enquiry*** *or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them.*

Within any sequence of learning, objectives are always included for building ***knowledge of*** *different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'.*

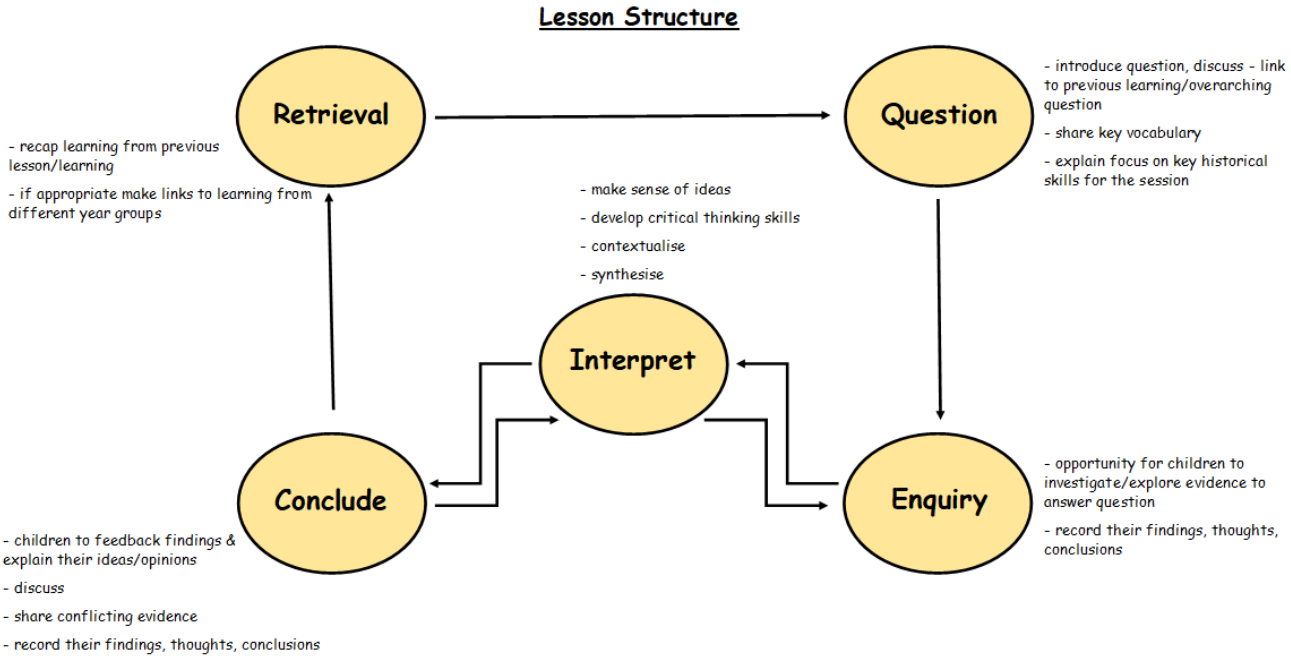


Within any sequence of learning, objectives are always included for developing children's ***understanding of*** *particular elements; the precise focus is reflected in the key question.*

Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively.

(Progression in history under the 2014 National Curriculum – A guide for schools, Jamie Byrom)

History lessons follow an enquiry-based approach:



Strong Foundations, Retrieval and Vocabulary:
History teaching is rooted in secure foundations. Teachers identify the essential substantive and disciplinary knowledge that children need to remember and revisit this through purposeful retrieval at the start of lessons and across a sequence of learning. Visual timelines, curriculum displays, key texts and explicitly taught vocabulary support children to connect new learning with what they already know. Reading and high-quality historical texts are used to build background knowledge, deepen understanding and expose children to increasingly precise historical language.

Oracy:
Oracy is integral to learning in History. Children are given structured opportunities to ask historically valid questions, discuss evidence, rehearse historical vocabulary, explain their thinking, listen to different viewpoints and justify conclusions. Teachers model high-quality historical talk and use sentence stems, partner talk and collaborative structures where appropriate so that all children can participate. Discussion is used as both a learning strategy and an assessment opportunity, enabling teachers to identify misconceptions and deepen children's reasoning before they communicate their final response.

Metacognition:
Children are supported to understand how they learn successfully in History. Teachers make the learning process visible by modelling how historians retrieve prior knowledge, establish chronology, interrogate evidence, compare interpretations and reach a supported conclusion. Children are encouraged to plan how they will approach an enquiry, monitor whether the evidence answers the question and evaluate the strength of their explanation. Reflection at the end of lessons and units helps children identify the strategies that supported their learning and how these can be applied to future historical enquiries.

Adaptive Teaching and Inclusion:
The History curriculum is ambitious for all children. Teachers anticipate potential barriers and adapt teaching while maintaining the same important historical learning and high expectations. Adaptations may include pre-teaching vocabulary, chunking instructions, modelling outcomes, using visual timelines and maps, providing carefully selected sources, offering structured talk and sentence stems, revisiting prior knowledge, allowing additional processing time and enabling children to record their understanding in different ways. Support is responsive and reviewed so that it promotes participation, success and increasing independence rather than reducing curriculum ambition.

Assessment for Learning:
Assessment is woven through the enquiry sequence. Teachers use retrieval, questioning, discussion, observation, source analysis and children's written or oral responses to check what has been understood and remembered. Feedback addresses historical accuracy, use of evidence, vocabulary, and the quality of children's reasoning. Misconceptions are addressed promptly, and assessment information is used to adapt subsequent teaching, including where further explanation, practice, retrieval, support or challenge is required.

Resources:
At Eastfield we understand the importance of first-hand experiences for our children and visits, and visitors are encouraged where possible.

SEND and Additional Needs:
The principles of adaptive teaching apply to pupils with SEND and additional needs. Individual plans, reasonable adjustments, specialist advice and targeted support are used where required. Teachers ensure that adaptations remove barriers to participation while preserving the historical content, concepts and enquiry at the heart of the lesson. Children are supported to communicate their understanding through appropriate spoken, written, practical or technology-assisted approaches, with independence developed over time.

Impact:
Children should leave Eastfield equipped with the knowledge, understanding and skills they need to succeed in the next stage of their education. They will be curious and enquiring learners who ask historically valid questions, identify and consider appropriate evidence, make connections across periods and construct informed and balanced judgements about the past.
The expected impact of our History curriculum is that children will:

- **Know and understand the history of Britain**, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Develop an understanding of the history of the wider world**, including ancient civilisations, empires, non-European societies and significant developments and achievements.
- **Develop a historically grounded understanding of substantive concepts**, including power, invasion, settlement, migration, civilisation, belief, conflict, trade and legacy.
- **Develop secure chronological understanding**, making connections between historical periods, events and timescales.
- **Understand how historians learn about the past and construct accounts** using a range of historical evidence.
- **Ask historically valid questions** through an enquiry-based approach and use their developing knowledge to investigate them.
- **Understand that the past can be interpreted in different ways** and explain how and why different interpretations may be constructed from evidence.
- **Understand and apply disciplinary concepts**, including cause and consequence, continuity and change, similarity and difference, and significance.
- **Recognise the significance of people, events and developments** and explain how aspects of the past have influenced Britain, the wider world and life today.
- **Communicate historical knowledge and reasoning confidently** through discussion, debate, explanation and well-structured outcomes.
- **Use increasingly precise historical vocabulary** to explain their knowledge, thinking and conclusions.
- **Reflect on how they learn**, recognising the strategies that help them retrieve knowledge, interpret evidence, make connections and reach supported conclusions.
- **Become increasingly independent historians**, drawing upon prior learning and selecting appropriate knowledge, evidence and strategies when approaching historical enquiries.
- **Access an ambitious History curriculum**, through adaptive teaching that identifies and removes barriers while maintaining high expectations for all.
- **Meet the end-of-key-stage expectations** outlined in the National Curriculum for History.

The impact of our History curriculum is monitored through a combination of formative and summative assessment. Teachers use questioning, discussion, retrieval, observation, children's work and outcomes from historical enquiries to identify what children know, remember and can apply. This informs subsequent teaching, including where further explanation, retrieval, support or challenge is required.

- **At Classroom Level:**

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in theme books links to basic skills to promote a high standard of spelling, punctuation, and grammar across the curriculum. Marking also links to factual knowledge such as correct use of dates, chronology, and events to ensure historical accuracy. This also enables children to assess their own learning and identify targets for their future work.
The impact of the acquired knowledge and skills is measured in the final session(s) of a Unit Plan; the children are required to answer a question that draws on all the learning within the Unit Plan, and across KS2, this question also requires learning from previously taught Unit Plans, requiring the children to identify similarities, differences, connections, and trends.
Where a written response is not appropriate for the task, the teacher is free to design a quiz or a practical task which can be evidenced with pictures and annotations etc.
At the end of a Unit of work, teachers complete a summative assessment sheet, assessing against the key disciplinary concepts. This informs planning for the next Unit Plan or when a historical concept is revisited across the year through other subject areas.
On an annual basis teachers provide a summative assessment judgement for children within their class. This is analysed by the Subject Lead.

- **At the Leadership Level:**

History has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** – identifying the work that needs to be conducted *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** – focused improvement work *e.g., CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** – impact of leadership work *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

History has an identified Subject Lead and is part of the Humanities Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead works with teachers to ensure areas for development are highlighted and acted upon. The Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of History across the school.

Safeguarding & Child Protection:

Mrs K Thompson is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Mrs C Pell is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Eastfield's Safeguarding Policy on our school website www.eastfieldprimary.net
or speak to one of the Safeguarding Team.

Equalities:

At Eastfield we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff, and the community we serve. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation, and social circumstances.

History Subject Lead: Kerry Thompson